


**Texas Education Agency
Standard Application System (SAS)**

2016–2018 PreK Partnership Planning Grant				
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.			FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.			
Application deadline:	5:00 p.m. Central Time, October 25, 2016			<small>Place date stamp here</small> 2016 NOV -8 PM 1:42
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>			Document Control Center
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Alief ISD	101-903			
Vendor ID #	ESC Region #			DUNS #
1-74-6000019-7	4			031861214
Mailing address	City	State	ZIP Code	
4250 Cook Rd.	Houston	TX	77072	
Primary Contact				
First name	M.I.	Last name	Title	
Zack		Ward	Grants Specialist	
Telephone #	Email address		FAX #	
281-498-8110	zachary.ward@aliefisd.net		281-498-4051	
Secondary Contact				
First name	M.I.	Last name	Title	
Maria		Martinez	Early Childhood Facilitator	
Telephone #	Email address		FAX #	
281-498-8110	maria.martinez@aliefisd.net		281-498-4051	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
HD		Chambers	Superintendent
Telephone #	Email address		FAX #
281-498-8110	hd.chambers@aliefisd.net		281-498-4051
Signature (blue ink preferred)	Date signed		



10/24/2016

Only the legally responsible party may sign this application.

701-16-109-016

Schedule #1—General Information

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Alief Independent School District is applying for the 2016-2018 Prekindergarten Partnership Planning Grant to expand our quality early childhood program to local private providers, thereby establishing a fluid pathway to kindergarten readiness. The Alief area is adversely affected by high levels of mobility, poverty, and single parent households. Consequently, many families opt to enroll their children in private childcare facilities that offer full day services since the district is currently only able to offer half day prekindergarten. This potentially causes a disconnect between early childhood education and kindergarten readiness. The goal of Alief's Early Childhood Education Department is to provide a quality education that leads to kindergarten readiness, and eventually to every student reading on grade level by the third grade. Partnering with local private childcare facilities will allow Alief to implement our curriculum, progress monitoring tool, and supplies and activities, coupled with quality professional development, teacher evaluation, and mentoring, to extend the quality programming to more children.

- The Early Childhood Education Department leaders developed the grant budget. Contracted services includes all professional development expenses anticipated, as outlined in Schedule 8. The supplies and materials expenses include the Frogstreet curriculum (\$3,800 each for 12 classrooms), Ready Rosie accounts (\$1,000 per campus), Kindermusik kits for each classroom (\$17,640), and material kits for Dr. Marianne Gibbs' training (\$150 each for 12 classrooms). Ready Rosie is an early education tool that helps school and communities deepen and scale their parent engagement efforts by leveraging the power of video modeling and mobile technology to meet and equip parents where they are. Ready Rosie has hundreds of brief videos in English and Spanish that model everyday interactions in familiar environments. Kindermusik is an internationally renowned program that helps develop critical early learning skills and nurtures the whole child. Alief will implement Kindermusik at both private providers both in the classroom and during family night events. Additionally, the team determined a need to improve in the newly added Technology Domain of the state Prekindergarten Guidelines. We anticipate spending approximately \$7,500 for each of the 12 classrooms (\$90,000) total on instructional technology such as tablets and charging carts to support growth in the Technology Domain. Furthermore, we anticipate expenses of approximately \$6,000 per each of the 12 classrooms for supplies and materials that support activities aligned with the state Prekindergarten Guidelines. These supplies will include gross and fine motor skills equipment, dramatic play centers, and updates/replacements of existing supplies and materials. All of our budgeted expenses directly support student success through access to curriculum and support materials, and teacher access to quality professional development.
- In addition to the high levels of mobility, poverty, and single parent households, Alief's student population is predominantly comprised of high need subgroups – 85% Economically Disadvantaged, 71% At-Risk, and 41% English Language Learners. Alief's goal is to prepare all students for kindergarten, but since many parents are forced by circumstances to enroll their child in private daycare, we lose the opportunity to provide these students with the educational continuity that will help them transition successfully to kindergarten.
- The needs assessment process is part of the continuous improvement cycle. The Primary Language Arts Coordinator works with the Early Childhood Transition Facilitator and the Early Childhood Instructional Coach, as well as the Director of Curriculum & Instruction and Area Superintendents, to determine success and areas for growth each year. The team identifies and analyzes potential data sources, including required performance measures, and builds a needs assessment based on evidence and a forward thinking mentality. The Primary Language Arts Coordinator determines the efficacy of the needs assessment for Early Childhood Education Department, and works collaboratively with central instructional leaders to assess and change the process as needed.
- Alief's central Early Childhood Education Department is led by experienced educators – the Primary Language Arts Coordinator, the Early Childhood Transition Facilitator, and the Early Childhood Instructional Coach – who will work in conjunction with the Director of Curriculum & Instruction to develop quality instructional programming, the Accountability Coordinator to provide attendance and data collection expertise, and the directors of the private

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

providers to ensure continuity of quality programs. This management team will meet quarterly (at minimum) throughout the partnership to ensure the program receives consistent, high-quality management.

- The program will participate in the same continuous improvement cycle utilized by all of Alief's campuses and departments. The Early Childhood Education team will collect data on all required performance measures during the grant period. Data-driven decisions will ensure that students are continually making progress, and that staff are well-trained and equipped with strategies that effectively support all students. CLI Engage: CIRCLE progress monitoring will be used to evaluate student academic progress and measure growth toward kindergarten readiness. The Classroom Assessment Scoring System (CLASS) will be used to evaluate teachers in the program. The Early Childhood Transition Facilitator and the Accountability Coordinator will track eligible student enrollment and attendance data for ADA generated funding purposes.
- Alief ISD will fully comply with all statutory requirements outlined in the Texas Education Code.
- TEA has not established any additional program requirements.

Alief ISD has two signed letters of intent (attached) with TRS 3 star providers. The only TRS 4 star provider in Alief declined to participate in this partnership, citing an existing partnership with another entity that provides curriculum and other support. Also attached are letters from the TRS mentor for the TRS 3 star providers stating that they will complete the necessary requirements to attain a 4 star rating prior to the initiation of the partnership agreement. Each facility currently has six classrooms of 3 and 4 year olds, for a total of 12 classrooms. If awarded this grant, Alief and the three private providers will enter into a contractual partnership with a signed Memorandum of Understanding.

Alief will engage in a Contract for Educational Services agreement with the private providers. Per grant guidelines, Alief will ensure the partnership is contractually engaged within 6-18 months of funding, and the partnership will continue for a minimum of the grant period, but with the intent of establishing an ongoing partnership beyond the grant term.

Alief is also currently in the process of developing a plan for a state District of Innovation designation. As a part of this ongoing process, Alief will investigate potential statutes that may be waived that would facilitate this partnership agreement. Potential waivers would be submitted to the Alief Board of Trustees for review and approval.

Alief ISD is fully committed to the success of this program. One of the Board priorities for 2016-2017 is to improve our quality standards for all Early Childhood programs that result in more prekindergarten student cohorts reading on grade level by the third grade. One of the specific strategies identified to support this priority is to continue partnerships with local private early childcare providers and stakeholders to provide onsite training, community outreach with early childhood literacy resources for families to utilize at home, and increase access and participation in campus early childhood transition activities. The inclusion of early childhood programs in the Board priorities demonstrates the Board's commitment to growing and sustaining our early childhood programs. Alief will also continue our internal practice of seeking additional sources of funding to support our goals, projects, and initiatives.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158

Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.

Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$27,250	\$	\$27,250	\$
Schedule #9	Supplies and Materials (6300)	6300	\$229,040	\$	\$229,040	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$256,290	\$	\$256,290	\$

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$	\$
------	--	----	----	----	----

Administrative Cost Calculation

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-903			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$	\$
20	6119	Professional staff extra-duty pay			\$	\$
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits			\$	\$
23	Subtotal substitute, extra-duty, benefits costs				\$	\$
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 101-903		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Dr. Marianne Gibbs, national early childhood education speaker	\$6,000	\$
2	Early Childhood Winter Conference at Harris County Department of Education	\$1,750	\$
3	CLI Engage CIRCLE Assessment Training	\$5,500	\$
4	CLASS Training	\$3,000	\$
5	Frogstreet Curriculum Training	\$2,500	\$
6	Region 4 Early Childhood Trainings	\$5,000	\$
7	Kindermusik Professional Development	\$3,500	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$27,250	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$27,250	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	Total supplies and materials that do not require specific approval:	\$229,040	\$
Grand total:		\$229,040	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101-903		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 101-903			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:			43,674	
Category	Number	Percentage	Category	Percentage
African American	12,290	28%	Attendance rate	95.6%
Hispanic	23,290	53%	Annual dropout rate (Gr 9-12)	0.2%
White	1,771	4%	Students taking the ACT and/or SAT	66%
Asian	5,374	12%	Average SAT score (number value, not a percentage)	1292
Economically disadvantaged	37,187	85%	Average ACT score (number value, not a percentage)	18.2
Limited English proficient (LEP)	18,070	41%		
Disciplinary placements	1,092	2.5%		

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1,194	37%	No degree	20	0.6%
Hispanic	787	24%	Bachelor's degree	2,326	71%
White	1,019	31%	Master's degree	880	27%
Asian	202	6%	Doctorate	35	1%
1-5 years exp.	1,403	43%	Avg. salary, 1-5 years exp.	51,252	N/A
6-10 years exp.	743	23%	Avg. salary, 6-10 years exp.	55,026	N/A
11-20 years exp.	802	25%	Avg. salary, 11-20 years exp.	59,130	N/A
Over 20 years exp.	313	9%	Avg. salary, over 20 years exp.	68,587	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit	130														130
TOTAL:	130														130

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit	12														12
TOTAL:	12														12

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
Creative Connections Children's Center	License #: 852720	TRS 3 star
Grandma's House C.C.C.	License #: 526464	TRS 3 star

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment is essentially the cornerstone of the continuous improvement cycle. The Early Childhood department, in conjunction with the Primary English/Language Arts team, assembles annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and successes from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

Once all strengths are identified and matched against the current goals, the discussion turns to needs. If the department did not achieve a goal, that becomes a need. New needs arise each year as education is a constantly moving and changing field. Changes in student population, curriculum, state and federal guidelines, staffing, and funding all impact our needs assessment. Identified needs are prioritized based on our firm belief that first line instruction is the most important factor in reaching kids and achieving success. Areas of need that are influenced by first line instruction always come first since our number one priority is student success and achievement. The team prioritizes other needs by considering feasibility, funding, staffing, and student and community impact.

Alief's demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The Early Childhood team always considers our high need student populations - Economically Disadvantaged (85%), At-Risk population (70%), Limited English Proficient (41%) – when making decisions. Alief also has substantially high rates of mobility, first generation college students, single parent households, and apartment dwellers. Additionally, our students and families speak more than 80 languages and dialects. Understanding our student and family population is critical in creating, choosing, and delivering programs that meet the needs of a region as diverse as ours.

The overarching goal for the district, as dictated by the Board priorities, is to have all children reading on grade level by the third grade. To ensure progress toward that goal, the Early Childhood Department focuses on kindergarten readiness. High mobility, in particular, makes these challenging goals. To have kids reading on grade level by the third grade, we need to have them in our system from the beginning. We believe in our staff, resources, and capacity to educate children, but moving in and out of the district often stymies our efforts. Having multiple high quality daycare facilities in the area would greatly help us meet this need. While there are several reputable facilities, there is currently only one TRS 4 Star rated provider. Partnering with some of these providers to implement our curriculum, progress monitoring tool, professional development, language development materials and activities, and family engagement strategies will hopefully help boost some of them to a TRS 4 Star level, thereby increasing our capacity to prepare children for prekindergarten and kindergarten, and establish a fluid pathway to on-level literacy by the third grade.

Another key component of our needs assessment process is our involvement as a District of Innovation. Alief is currently drafting a District of Innovation plan, and among the needs identified through this process is increased partnerships with local organizations to create a community school atmosphere where parents and other community members have unmitigated access to educational support materials, literacy building materials and activities, technology, software, and parent training courses. Prekindergarten Partnership grant funding would be a tremendous asset in closing gaps and meeting all of our identified needs.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Kindergarten readiness	<ul style="list-style-type: none"> Streamlined curriculum from daycare to prekindergarten, and beyond Use of a common progress monitoring tool
2.	Continuous professional development that is prekindergarten specific and involves childcare providers	<ul style="list-style-type: none"> Ensure highly qualified, well trained staff through targeted professional development focusing on literacy, math, oral language development, and social-emotional skills Expert consultants with historical success in training early childhood teachers
3.	Family Engagement, Parent Involvement	<ul style="list-style-type: none"> <i>Ready Rosie</i> personalized content for parents <i>Kindermusik</i> family nights
4.	Increase of TRS 4 star facilities	<ul style="list-style-type: none"> Establish continuity of programming between the private providers and the school district Grant funds for curriculum, progress monitoring, and professional development will help TRS 3 Star providers meet the qualifications of a 4 Star provider
5.	Services for three year olds. Alief ISD currently does not have the facilities or capacity to offer such services.	<ul style="list-style-type: none"> Language development curriculum, activities, software, and manipulatives that will strengthen the transition from daycare to prekindergarten

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Coordinator, Primary ELA	Master's Degree, at least 5 years of teaching experience, expertise in content and curriculum writing to support campuses, ability to develop and coordinate district-wide staff development
2.	Early Childhood Transition Facil.	Certified teacher according to SBEC requirements, Early Childhood certified, ESL certified, bilingual preferred, at least 3 years of teaching experience, leadership experience preferred
3.	Early Childhood Inst. Coach	Certified teacher according to SBEC requirements, Early Childhood certified, ESL certified, bilingual preferred, at least 3 years of teaching experience, leadership experience preferred
4.	Accountability Coordinator	Master's Degree preferred, teacher certification, at least five years of teaching or counseling experience, knowledge of state and federal accountability systems
5.	Private Provider Directors	State childcare license, leadership/management experience, at least 3 years of daycare or teaching experience

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Align private provider's curriculum to district curriculum	1. Purchase Frogstreet curriculum	05/01/2017	05/31/2017
		2. Provide Frogstreet training for teachers	06/01/2017	08/31/2017
		3. Implementation of curriculum in PK classrooms	09/01/2017	06/30/2018
		4. Purchase supplemental curriculum, train teachers	05/01/2017	08/31/2017
		5. Implement curric. (Kindermusik, Every Day Counts)	09/01/2017	06/30/2018
2.	Professional Development Initiatives	1. Meet with private provider directors to identify needs	05/01/2017	05/31/2017
		2. Quarterly professional development offered on site	08/01/2017	06/30/2018
		3. Tailor PD based on CLASS observations	08/01/2017	06/30/2018
		4. Provide coaching support for teachers	08/01/2017	06/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Family Engagement Initiatives	1. Purchase Ready Rosie	05/01/2017	05/31/2017
		2. Provide Ready Rosie training for teachers	06/01/2017	08/31/2017
		3. Implementation of Ready Rosie	09/01/2017	06/30/2018
		4. Organize curriculum nights for PK 3 & 4 families	09/01/2017	12/15/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Data Collection	1. CLI Engage: CIRCLE progress monitoring training	06/01/2017	08/31/2018
		2. Administer CIRCLE 3x per year (beg., middle, end)	10/01/2017	05/31/2017
		3. CLASS observations	09/01/2017	06/30/2018
		4. Attendance verifications for ADA generated funding	02/15/2017	06/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Elevate TRS 3 Star providers to 4 Star rating	1. Collaborate with TRS mentor to provide PD/training	03/01/2017	08/31/2017
		2. Continue training based on CLASS observations	08/01/2017	06/30/2018
		3. Monthly leadership team meetings	06/01/2017	06/30/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The plan is developed collaboratively with district and campus staff, as well as parents and community members. Included in the planning process are, among others, content-area leadership groups, community committees, the district Instructional Leadership Team, the district Educational Improvement Council, and the Superintendent's Council. The final plan is submitted to the Board of Trustees for approval. This district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluation effectiveness and sustaining efforts. The continuous improvement cycle is a fluid process and the district's formal plan is posted publicly on the district website.

The Early Childhood team uses numerous data sources in the development, implementation, and review of the continuous improvement cycle, including CLI Engage's CIRCLE progress monitoring tool, iStation Indicators of Progress (ISIP), and local assessments. Early Childhood instructional leaders meet annually to analyze the previous year, and set goals for the upcoming year based on collected data and results. In addition to data, goal setting and subsequent strategies are directly tied to Board priorities and feedback from the Board and Superintendent's Council. The Early Childhood team formally presents their program and data to the Board annually, which gives district leadership and the community transparent access to the department. The Early Childhood Transition Facilitator conducts quarterly meetings and webinars with prekindergarten teachers and campus-based content specialists to analyze data and performance, discuss strategies for achieving goals, adjust strategies as needed, and share successful lesson ideas. This ongoing, open communication keeps campus staff and central instructional leaders on a common pathway. Finally, monthly leadership team meetings between district staff and private provider staff will be a source for feedback and continuous improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of Alief ISD's Board priorities for 2016-17 is to improve our quality standards for all Early Childhood programs that result in more Pre-K Student Cohorts reading on grade level by the third grade. Among the strategies identified is to continue pre-k partnerships with local private early childcare providers and stakeholders. The Early Childhood Transition Facilitator will serve as a liaison between the district and the private providers to ensure that all parties are continually committed to the success of the partnership. As part of the HB4 High Quality Prekindergarten Grant Program, Alief has committed to a full time Early Childhood Instructional Coach, multiple pre-k classroom aides, and a district-wide implementation of the Frog Street curriculum and CIRCLE assessment tool. Components of the partnership grant will be to implement Frog Street and CIRCLE at the participating private providers, thereby providing ongoing sustainability since these are district licenses that will continue year to year. Alief's existing professional development practices, as well as those including as a part of the HB4 grant, provide long term sustainability for staff training. Alief currently hosts two Saturday trainings per year for district pre-k teachers and local daycare staff, as well as two in-week sessions per year (October and March) for daycare staff and Alief pre-k classroom aides. These sessions focus on pre-k literacy and math. Additionally, Alief currently has two active committees that target early childhood success in our region – the Early Childhood Transition Committee, consisting of the district Early Childhood Transition Facilitator and pre-k teachers, runs our kindergarten round-up event and activities; The Daycare to District Committee, consisting of the district Early Childhood Transition Facilitator and assistant principals, creates and delivers training for area daycare staff. Alief also partners with Collaborative for Children, a local organization that works with parents, educators, and local leaders to make sure that children have the learning opportunities they need to succeed. The district also partners with the Early Matters Coalition and the West Houston P-16 Council to promote best practices and assist in the transition to pre-k. Alief's Board commitment to early childhood education, the resources and staff development already in place in Alief, plus ADA generated funding from this grant will provide sustainability for continuation and expansion.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Partnerships and students served	1.	Total number of partnerships remains at two or more
		2.	Total number of students receiving PK services
		3.	
2.	Curriculum evaluations to measure growth, kinder readiness; family engagement	1.	CIRCLE assessments BOY, MOY, EOY to track kindergarten readiness
		2.	Every Day Counts, Kindermusik, Ready Rosie implemented weekly
		3.	Quarterly family nights using curriculum with families
3.	Classroom Assessment Scoring System (CLASS) data	1.	Monthly informal walkthroughs at private providers
		2.	Ongoing mentoring/coaching with district Inst. Coach & Transition Facil.
		3.	
4.	Professional Development records and data	1.	Quarterly PD sessions for district and private provider teachers
		2.	Prescribed PD for teachers not meeting all requirements of PK Guidelines
		3.	Differentiated PD based on CLASS observations
5.	Attendance Data	1.	Daily attendance collected by private provider
		2.	Attendance reported to district weekly
		3.	District enters into eSchoolPlus; annual summer submission to PEIMS

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief has letters of intent to partner with two TRS 3 star providers who serve a total of 130 eligible PK students. The Early Childhood Transition Facilitator will be in continuous contact with the providers and will track the number of eligible students throughout the partnership. Alief will use the CLI Engage: CIRCLE Assessment (free license) to track kindergarten readiness for participating students. At the beginning of the year, students will complete one CIRCLE assessment to set a baseline. They will complete another CIRCLE assessment in the middle of the year to track growth and determine areas of need. The end of year CIRCLE assessment will be compared with the scores of students enrolled in Alief's prekindergarten program. Ready Rosie & Kindermusik will be implemented in classes weekly, and Alief will coordinate quarterly family nights that implement the curricula and coach parents on how to assist with language development at home. Teachers at the private providers will be evaluated via the Classroom Assessment Scoring System (CLASS). Alief's Early Childhood Transition Facilitator and Early Childhood Instructional Coach will attend CLASS training in the spring to become certified evaluators. They will perform informal walkthroughs at the partner facilities at least monthly, and will provide ongoing mentoring and coaching throughout the year. A formal observation will take place in the spring of the instructional year to evaluate the teaching staff. Alief's Professional Growth & Improvement Department will collaborate with the Early Childhood Department to host in-district professional development (PD) sessions. The Early Childhood Transition Facilitator will track teacher PD hours for participating staff, and will also work with each certified prekindergarten teacher to identify specific domains they lack in the updated state Prekindergarten Guidelines. Teachers will receive prescribed PD based on results of CLASS observations. Attendance data will be collected in compliance with state requirements due to the inclusion ADA generated funding with this grant. The district's Accountability Department will send an attendance specialist to the private providers to conduct training on attendance requirements. The private providers will collect official attendance during the second hour of instruction daily. Attendance records will be submitted to the district weekly. The Accountability Coordinator will upload attendance into eSchoolPlus (Alief's student information management software), will complete required state attendance verification reports every six weeks, and will ensure the annual summer upload of attendance data to PEIMS. The district leadership team - consisting of the Primary Language Arts Coordinator, the Early Childhood Transition Facilitator, and the Early Childhood Instructional Coach - will oversee the collection of all required data and reporting on the mandatory performance measures, and they have the expertise to identify and correct problems with project delivery.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-District Number or Vendor ID: 101-903		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: